Formative Assessment Task

2nd Grade: Measurement and Data

### 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

### Quarter 1: Identify Coins and skip count by like coins. (Addendum to MCSCto develop standard.)

### 

**Materials and Directions:**

*This formative assessment is intended to de administered in small groups.*

1. Prepare bags of like coins.
2. Give each child a bag of coins and instruct them to count to find the total. (Differentiation: Hundred charts can be made available as a tool.)
3. Take a few moments to focus on each child. Ask them what type of coin they are counting. Listen to students as they are counting the coins.
4. When a student finishes with one bag, they should have the opportunity to count another bag of coins.

**Considerations:**

Are they able to correctly identify the type of coin they are counting? Do students skip count correctly?





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| Teacher notes: |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |